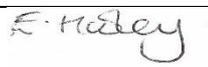


**Careers Education and Guidance Policy**

<b>PERSON RESPONSIBLE FOR POLICY:</b>	Mrs E Hooley
<b>APPROVED:</b>	5.7.18
<b>SIGNED:     Headteacher</b>  <b>                  Chair of Board of Trustees</b>	 
<b>TO BE REVIEWED:</b>	July 2020

**Introduction**

At the Oaks Academy we aim to make sure that all young people in our school have access to a careers education programme which gives advice, guidance and experience of the work place and that is structured and delivered by individuals with the right skills and experience.

Current government direction is that all schools need to be working towards embedding the Gatsby Benchmarks for Careers Guidance and Education in 2018 with the aim of fully implementing them by 2020. To achieve this aim, The Oaks Academy uses the Gatsby Charitable Foundation's Benchmarks to guide and inform our careers provision (see Appendix 1).

This policy states what is **current practice** and what is **planned or developing practice** at The Oaks Academy within the 8 Gatsby Benchmarks.

**1. A stable careers programme**

The Oaks Academy provides a stable careers programme as part of a wider PSHCE programme that is delivered through enrichment days, form time and assemblies. This programme has an identified

lead teacher and the explicit backing of the Senior Leadership Team. The programme is shared with students, parents, teachers, governors and employers via the school website.

From September 2018, we will also regularly evaluate this program by asking for feedback from pupils, parents, teachers and employers.

## **2. Learning from career and labour market information**

Every one of our students, and their parents, have access to good quality information about future study options and labour market opportunities. Students are given the support of an informed Careers Adviser to make best use of available information. There are links to relevant sources of further education and employment information available on the school website. By the age of 14, all of our pupils have accessed and used information about career paths and the labour market to inform their own decisions on study options.

From September 2018, parents will be encouraged to access and use information about labour markets and future study options to help inform and support their children.

## **3. Addressing the needs of each student**

As our students have different career guidance needs at different stages, opportunities for advice and support are tailored to the needs of each student. Our school's careers programme includes equality and diversity considerations throughout and also seeks to challenge stereotypical thinking and raise aspirations.

From September 2018, we will work towards keeping records of the individual advice given to each pupil, and subsequent agreed decisions, and providing access to all pupils of these records so that they can be used to support their career development. We will also endeavour to collect and maintain accurate data for each pupil on their education, training or employment destinations.

## **4. Linking curriculum learning to careers**

At The Oaks Academy, Faculty areas are aware of how their curriculum areas and individual subjects link to careers education and guidance.

From September 2018, we will work towards increasing the explicit links made by Science, Technology, Engineering and Mathematics (STEM) subject teachers to the relevance of STEM subjects for a wide range of future career paths. Events to support this will be held as part of the PSHCE programme and will allow students to have meaningful interaction with employers from this sector. By the age of 14, every pupil at The Oaks Academy will have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

## **5. Encounters with employers and employees**

At The Oaks Academy, every student has multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This is through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. We currently work closely with Crewe Pledge who lead a large network of local and national businesses with the specific aim of “providing every young person living, studying or working in Crewe with the opportunity to develop employability related skills and personal qualities whilst in education and then a choice of a job, training or further education opportunity when they leave.” In addition to this we also work with Higher Horizons to raise the aspirations of our pupils and provide them with meaningful encounters with both higher educational establishments and employers.

From September 2018, all pupils will participate in at least one meaningful encounter with an employer so that they have an opportunity to learn about what work is like or what it takes to be successful in the workplace. We are currently working on developing a work experience programme with Changing Education who are based at South Cheshire College in order to enable our pupils to gain meaningful experiences in the work place and to make contact with employers.

## **6. Experiences of workplaces**

We believe that every student should have first-hand experiences of the workplace through work visits, work shadowing and / or work experience to help their exploration of career opportunities, and expand their networks.

From September 2018, all of our pupils will have had at least one experience of a workplace, additional to any part-time jobs they may have, by the time they are 16 years old.

## **7. Encounters with further and higher education**

At The Oaks Academy, we believe that all students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. Currently this takes place through a range of careers education and guidance opportunities available to our students through the PSHCE programme - including visits from academic and vocational providers - as well as via access to our school Careers Advisor.

From September, we will ensure that every pupil by the age of 16 will have had a meaningful encounter with providers from the full range of learning opportunities, including Sixth Form colleges, universities and apprenticeship providers.

## **8. Personal guidance**

We believe that every student should receive high quality careers advice from qualified professionals and therefore, at The Oaks Academy, we ensure that every student has opportunities for guidance interviews with a fully trained careers adviser. These opportunities are available whenever significant study or career choices are being made so that, by the time they are 16, all students at our school have experienced at least one (and in many cases more than one) careers interview.

## Appendix 1

### The Gatsby Benchmarks<sup>10</sup>

<b>1. A stable careers programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<b>2. Learning from career and labour market information</b>	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<ul style="list-style-type: none"> <li>• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<b>3. Addressing the needs of each student</b>	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
<b>4. Linking curriculum learning to careers</b>	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> <li>• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>

<b>5.Encounters with employers and employees</b>	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<b>6.Experiences of workplaces</b>	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<b>7.Encounters with further and higher education</b>	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</li> <li>• By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<b>8.Personal guidance</b>	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> <li>• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> </ul>